



PSYD33 - Winter 2020

## Current Topics in Clinical Psychology Winter 2020

**Course Code:** PSYD33 Lec 002

**Seminar Time:** Wednesdays 11:10am - 1:00pm,

**Seminary Location:** IC 328

**Course email:** [psyd33.2019@gmail.com](mailto:psyd33.2019@gmail.com)

**Welcome (and we mean that...).** This course will be co-instructed, creating space for increased engagement and knowledge acquisition between and with two clinician-scientists. In this course, two overarching themes will be explored: (1) Advances in the Diagnosis and Assessment of Clinical Disorders; (2) Advances in the Treatment of Clinical Disorders.

Our broad expectations are for our students is to engage in the critical evaluation of factors related to clinical psychology, including research and practice. A particular emphasis will be placed on evidence based, empirically supported, and novel approaches to clinical science and practice. Classes will be conducted in *seminar-style* and students are expected to have read, reflected on, and come prepared to discuss the assigned material prior to class. All readings are available electronically through the U of T library and course reserves, via Quercus.

**Prerequisites:** PSYB32H3 and [ PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]

**Exclusion:** PSY440H

**Recommended Preparation:** [PSYB01H3 or PSYB04H3 or PSYB70H3], PSYC02H3, PSYC36H3, PSYC37H3

### Instructor Information

**Sonya Dhillon, MA., PhD Candidate**

office hours: By [appointment](#) only: <https://calendly.com/dhillonpsyd33/officehours>

office location: SY-143

lecture dates: January 6 to February 12, 2020.

**Lê-Anh Dinh-Williams, MSc., MA., PhD Candidate**

office hours: By [appointment](#) only: <https://calendly.com/leanh-dinh-williams>

office location: SY-145

lecture dates: February 26 to April 1, 2020

## Learning Outcomes

**At the end of this course, we hope that students will be able to:**

1. understand and apply psychometric principles related to psychological assessment and diagnosis.
2. understand the underlying models and techniques of evidence-based interventions for prevalent clinical disorders.
3. critically evaluate traditional and novel techniques, demonstrating an understanding of when and for whom these techniques, tools, models and interventions are effective
4. communicate scientific findings through oral and written forums that mirror the experience of a junior graduate student.
5. engage in experiential-based learning exercises through peer discussion, homework, peer collaboration, peer feedback, and contribution to the classroom environment.
6. develop skills in critically evaluating/contributing to peer activities that mirror the experience of an academic peer-reviewer in a clinical research setting.
7. critically examine existing clinical practice through engagement in discussion and reflection exercises.

## Student Evaluation Criteria

### 1. Class Engagement (40%)

- Tied to learning outcomes 1, 2, 3, 5, 7

Class engagement is composed of three main components: proactive preparation, active participation, and reflection. Students must demonstrate engagement across three components. A comprehensive review of expectations will be detailed in lecture one and discussed throughout the term.

- **Proactive Preparation (10%)**

- Weekly discussion questions related to readings and course topic\*
- Weekly Discussion Questions due by 5pm the **day before** lecture

- **Active Participation (15%)**

- Active in class participation that demonstrates knowledge, synthesis, and critical thinking related to course content, including the topic, the readings
  - ◆ active participation does not merely include making comments, summarizing the research, but reflect meaningful contributions related to the topic and/or broader context of clinical research, assessment, diagnosis and treatment.
- Students are expected to participate in class demos, surveys, and complete homework exercises
  - ◆ we will use <https://www.polleverywhere.com> , an online polling and interactive Q&A software; students can access polls via this link [PollEv.com/sonyadhillon316](https://poller.com/sonyadhillon316). Students are expected to participate in live polling activities during class
  - ◆ students are expected to complete at least 3 of the 4 assigned exercises for homework.
- Students are also expected to demonstrate respectful active listening and responding to peer comments, thoughtfully, displaying meaningful contribution to content and discussion
- **Reflection (15%)**
- Students must submit four (4) reflection papers\* over the course of the term
  - 2 papers must be submitted for assessment and 2 must be submitted for intervention

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- ◆ Students are required to reflect on the class discussion from the lecture and provide a MAX 1-page reflection paper on this discussion (double-spaced). Students may choose to reflect on the readings, topic, class discussion, or broader context of the topic (e.g., applications in mental health).
- ◆ Papers must include a critical appraisal of the topic and incorporate the readings – summaries are not appropriate. This might include pointing out a flaw in the logic or structure of the presented topic or reading, finding new applications for the topic or argument, or hypothesizing new questions or frontiers for the topic.
- ◆ Reflection papers are due **Friday at 11:59 pm** following the lecture, on Quercus.

## 2. Gimme 5 Presentation (20%)

- Tied to learning outcome 1 or 2, 4

### → 15%: Presentation

- ◆ GIMME 5 is modelled after the Canadian Psychological Association's conference format. The GIMME-5 is a method for sharing information in a spoken/visual format in a succinct manner, and for creating interest. In this module, students will be asked to provide a GIMME-5 on a peer-reviewed research paper related to the assessment, diagnosis, of any clinical phenomena. Students may select a study that touches on validity, reliability, utility, cultural sensitivity, mechanisms, treatment outcomes, etc. Students are expected to present for a total of **5-minutes** and present the following: *brief background, rationale for the study, hypotheses, research methods, results, and discussion*. To be effective, a GIMME-5 presentation needs to focus on what is critical, and it needs to be delivered in a stimulating and thought-provoking manner. A comprehensive rubric will be provided on Quercus.

**Students must submit their final slides by 5pm the day before their presentation.**

### → 5%: Peer discussion questions

- ◆ Each student will submit five (5) peer discussion questions inspired by peer presentations
- ◆ Must be submitted in class or by 11:59 pm the day of the presentation via Quercus

## 3. Critical Review Paper 1 (20%)

- Tied to learning outcomes 1, 3, 4, 7

Students will submit a paper evaluating two assessment and diagnosis strategies/models for one DSM-5 disorder. Students must ensure that course content is applied (e.g., evaluating empirical support, highlighting validity, reliability, utility, feasibility, etc.). For example, students may critically examine the strengths and limitations for brain imaging versus self report in the assessment of major depressive disorder, and then make a case for strategies on how to improve the assessment/diagnosis following the use of these techniques.

- The topic must be approved by Ms. Dhillon. Students will submit their topic and three citations of empirical papers they have found, via email.
- The paper is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 6th edition formatting. A comprehensive rubric will be provided on Quercus.
- *Students will have the opportunity to submit an outline of their topic for brief feedback, using an outline template form provided and submitted via Quercus.*

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#### 4. Critical Review Paper 2 (20%)

- Tied to learning outcomes 2, 3, 4, 7

Students will submit a paper critically evaluating one evidence-based intervention and one novel intervention for one DSM-5 disorder. Students must ensure that course consent is applied (e.g., treatment and participant moderators). For example, students may critically examine the effectiveness of cognitive processing therapy and MDMA in the treatment of PTSD, and make a case for strategies on how to improve treatment outcome for each of these interventions.

- The topic must be approved by Ms. Dinh-Williams. Students will submit their topic and two citations of empirical papers (treatment efficacy for the traditional and the novel intervention) they have found, via email.
- The paper is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt font. Students must follow APA 6th ed. formatting. A rubric will be provided on Quercus.
- *Students will have the opportunity to submit an outline of their topic for brief feedback, using an outline template form provided and submitted via Quercus.*

### Class Schedule, Topics, and Readings

Lec	Date	Topic	Important Dates	Readings
1	8-Jan	Welcome, orientation, course overview - is this the course for you?	Please use this link to access lecture: <a href="https://zoom.us/j/346161652">https://zoom.us/j/346161652</a>	Syllabus
2	15-Jan	Critical Analyses of Assessment and Diagnosis: review of reliability, validity, utility, clinical judgment and credibility?		Spengler, P. M. (2013). Clinical versus mechanical prediction. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), <i>Handbook of psychology: Assessment psychology</i> (p. 26–49). John Wiley & Sons, Inc..
		<i>reflection topic</i>		<a href="https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/">https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/</a>
3	22-Jan	What is(n't) psychopathology : Categorical and dimensional models of psychopathology		Kotov, R., Krueger, R. F., & Watson, D. (2018). A paradigm shift in psychiatric classification: the Hierarchical Taxonomy Of Psychopathology (HiTOP). <i>World Psychiatry</i> , 17(1), 24.
		<i>reflection topic</i>	Paper 1 topic approval due Friday @ 11:59 pm	Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). <i>Psychological Science in the Public</i>

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				Interest, 18(2), 72-145.
4	29-Jan	Assessment of reported symptoms: structured vs unstructured clinical interviewing		Miller, P. R., Dasher, R., Collins, R., Griffiths, P., & Brown, F. (2001). Inpatient diagnostic assessments: 1. Accuracy of structured vs. unstructured interviews. <i>Psychiatry Research</i> , 105(3), 255-264.
		<i>reflection topic</i>		Miller, P. R. (2001). Inpatient diagnostic assessments: 2. Interrater reliability and outcomes of structured vs. unstructured interviews. <i>Psychiatry Research</i> , 105(3), 265-271.
5	5-Feb	Measurement of symptoms now and then: Ecological Momentary Assessment vs Retrospective Methods	Outline for paper 1 due Friday at 11:59 pm	Stone, A. A., Schwartz, J. E., Neale, J. M., Shiffman, S., Marco, C. A., Hickcox, M., ... & Cruise, L. J. (1998). A comparison of coping assessed by ecological momentary assessment and retrospective recall. <i>Journal of personality and social psychology</i> , 74(6), 1670.
		<i>reflection topic</i>		Myin-Germeys, I., Oorschot, M., Collip, D., Lataster, J., Delespaul, P., & Van Os, J. (2009). Experience sampling research in psychopathology: opening the black box of daily life. <i>Psychological medicine</i> , 39(9), 1533-1547.
6	12-Feb	Gimme 5 Presentations	Submit slides by 5pm on Feb 11	
-	19-Feb	Reading week (no class)	Paper 1 due on Feb 21 @ 11:59 pm on Quercus	
7	26-Feb	Gimme 5 Presentations	Submit slides by 5pm on Feb 25	
8	4-Mar	How to critically evaluate an intervention		Parihk et al. (2016). Canadian Network for Mood and Anxiety Treatments (CANMAT) 2016 Clinical Guidelines for the Management of Adults with Major Depressive Disorder. <i>Can J Psychiatry</i> . 2016 Sep; 61(9): 524–539.
		<i>reflection topic</i>		
9	11-Mar	Evidence-based Interventions and Advances in the Treatment of Depression		Whiston, A., Bocking, C. L., & Semkovska, M. (2019). Towards personalising treatment: a systematic review and meta-analysis of face-to-face efficacy moderators of cognitive-behavioral therapy and interpersonal psychotherapy for major depressive disorder. <i>Psychological Medicine</i> , 1-12.
		<i>reflection topic</i>	Paper 2 topic approval due Friday @ 11:59 pm	

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10	18-Mar	Evidence-based Interventions and Advances in the Treatment of PTSD		Amoroso, T., & Workman, M. (2016). Treating posttraumatic stress disorder with MDMA-assisted psychotherapy: a preliminary meta-analysis and comparison to prolonged exposure therapy. <i>Journal of Psychopharmacology</i> , 30(7), 595-600.
		<i>reflection topic</i>		
11	25-Mar	Evidence-based Interventions and Advances in the Treatment of Anxiety		Ling, Y., Nefs, H. T., Morina, N., Heynderickx, I., & Brinkman, W. P. (2014). A meta-analysis on the relationship between self-reported presence and anxiety in virtual reality exposure therapy for anxiety disorders. <i>PloS one</i> , 9(5), e96144.
		<i>reflection topic</i>		
-	22-Mar	Last day to drop courses		
12	1-Apr	Exercise and Anti-Inflammatory Interventions in Treatment		Schuch, F. B., Vancampfort, D., Richards, J., Rosenbaum, S., Ward, P. B., & Stubbs, B. (2016). Exercise as a treatment for depression: a meta-analysis adjusting for publication bias. <i>Journal of psychiatric research</i> , 77, 42-51.
		<i>reflection topic</i>		
-	8-Apr		Paper 2 due on April 8 @11:59 pm on Quercus	

## General Course Policies & Guidelines

### Classroom Policies & Behaviours

**Courtesy & Civility:** Please be respectful of your classmates and instructors at all times and strive to make the classroom a comfortable place for everyone to learn. Respect the experience of your classmates by not engaging in distracting behaviour (e.g., off-topic chatting or texting). I encourage you to take notes if that helps you to stay engaged.

**Boundaries:** The relationship with your peers and your course instructors is academic in nature. Being a part of this class does not constitute a therapeutic relationship with your instructors or peers. Your instructors will be sharing with you their own clinical experience with patients, clients, etc. for teaching purposes only. Please note that if you are you need mental health support, see the **Mental Health Resources** section of the syllabus below.

**Computer Use:** If you are on your computer, please be mindful about engaging in practices that might distract other students; if others complain about your actions, you may be asked to leave.

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**Accountability:** Important announcements and information will regularly be posted on Quercus. It is each student's responsibility to check the course website frequently, and monitor their University of Toronto email addresses on a regular basis.

**Sharing Personal Info in Class:** Many people have experienced a mental disorder or know someone who has experienced one at some point in their lives. With this in mind, please understand that this classroom setting is not the best environment to share your detailed personal experiences with a disorder or to offer specific information about someone you know. Additionally, please take a moment to consider whether or not sharing your story will be relevant and helpful to the class and aim to be sensitive, not to sensationalize.

**Emails:** Please use the course email ([psyd33.2019@gmail.com](mailto:psyd33.2019@gmail.com)) for all questions. We will try to answer your emails **within 3 business days** unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question (i.e., "PSYD33 - question about personality assessment"). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding of where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>

**Enrolment Status:** Attendance in class is restricted to students registered in this section of D33. Auditing is not permitted. This class usually has an extensive waitlist and is limited to students in the Mental Health Studies program, meaning that students from other programs are unlikely to be able to enrol.

**Communications:** When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class. However, please understand that this is not always possible or practical. For more complex or personal matters, you should always set up a meeting through **calendly** as we have dedicated time and space to speak with students in person during office hours.

**Course Materials & Audio/Video Recording:** Instructional materials are made available only for the purposes of this course and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited unless written permission has been granted by the instructor or for students with specific accommodations to do so. Please note that some of the content covered in class may be related to clinical cases that have been de-identified.

**Mental Health Resources:** We will focus on mental health issues in this course. Remember, only trained mental health professionals can diagnose and treat a psychological disorder. If you feel that you need to seek help for yourself or someone you care about, you may wish to contact the Distress Centre (416-408-HELP), Good2Talk (866-925-5454) or UTSC Health & Wellness. Counselling Supports and Services at the Health & Wellness Centre have same day appointments with counsellors Monday to Friday. Students can book same day appointment in person each morning at the Health & Wellness Centre in room SL270 (Student Centre, 2nd floor). All appointments must be made by phone or in person, not via email or online.

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Please bring your T-Card and Health Card. Email at [health-services@utsc.utoronto.ca](mailto:health-services@utsc.utoronto.ca) or call (416)287-7065 if you have any further questions.

## **General Test & Assignment Guidelines, Due Dates, & Missed Work**

**Submitting Assignments:** Your written assignments for this class will be submitted via Quercus. Normally, students will be required to submit their papers to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

**General Policy on Absences:** If you know in advance of a legitimate reason for being absent or unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact your instructors as soon as possible. Reasonable accommodations will be made if possible, but early notice is critical for this. All unplanned absences for graded elements of the course are covered under the Psychology Missed Term Work Policy listed below.

**Penalties for Lateness:** A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the end of term, will be applied by the Instructors. A No penalty will be assigned if the request for special consideration, described below, was successful. Please note, while we understand you have numerous commitments, we will not be allowing extensions for circumstances not outlined in the missed term work policy below.

## **Psychology Missed Term Work due to Medical Illness or Emergency Policy**

All students citing a documented reason for missed term work must submit their request for accommodations within three (3) business days of the deadline for the missed work.

**Students must submit BOTH of the following:**

1. A completed Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), and
2. Appropriate documentation to verify your illness or emergency, as described below.

### **Appropriate documentation:**

For missed **TERM TESTS due to ILLNESS:**

- ☐ Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an original copy of the official UTSC Verification of Illness Form ([uoft.me/UTSC-Verification-Of-Illness-Form](http://uoft.me/UTSC-Verification-Of-Illness-Form)) or an original copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.
- ☐ Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS due to ACCESSABILITY REASONS:**

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- ❑ Meet with your AccessAbility consultant and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed **ASSIGNMENTS due to ILLNESS:**

- ❑ Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a hardcopy of the Self-Declaration of Student Illness Form ([uoft.me/PSY-self-declare-form](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS due to ACCESSABILITY REASONS:**

- ❑ If your desired accommodation is within the scope of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. Specify how many days extensions you are requesting on the request form.
- ❑ If your desired accommodation is outside the scope of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your AccessAbility consultant and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

For missed term tests or assignments in **OTHER CIRCUMSTANCES:**

- ❑ Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:
- ❑ In the case of a death of a family member or friend, please provide a copy of a death certificate.
- ❑ For U of T varsity-level or professional athletic commitments, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) well in advance of the missed work, detailing the dates and nature of the commitment.
- ❑ For religious accommodations, please email ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) well in advance of the missed work.
- ❑ For circumstances outside of these guidelines, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

**Documents covering the following situations are NOT acceptable:** medical prescriptions, personal travel, weddings/personal/work commitments.

### **Procedure**

Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time critical. You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided. Completion of

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this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

### **Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three-business day window, you must email Keely (keely.hicks@utoronto.ca) within the three-business day window to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under exceptional circumstances. Attach scans of your documentation and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

### **NOTE: Assignments due at the end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.uts.utoronto.ca/registrar/term-work>).

### **NOTE: Final Exams**

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.uts.utoronto.ca/registrar/missing-examination>).

## **Academic Integrity**

**Academic integrity is essential to the pursuit of learning and scholarship in a university**, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

### **Potential offences include, but are not limited to:**

**In papers and assignments:** Using someone else's ideas or words without appropriate acknowledgement; Submitting your own work in more than one course without the permission of the instructor; Making up sources or facts; Obtaining or providing unauthorized assistance on any assignment.

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**On tests and exams:** Using or possessing unauthorized aids; Looking at someone else's answers during an exam or test; Misrepresenting your identity; and When you knew or ought to have known you were doing it. In academic work: Falsifying institutional documents or grades; Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and; when you knew or ought to have known you were doing so.

**All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters.** If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

**Note:** You may see advertisements for services offering grammar help, essay editing and proofreading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

## Student Resources

**AccessABILITY Services:** Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach your instructors and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the better we can assist you in achieving your learning goals!

**Writing Centre:** The UTSC Writing Centre works with students at all stages of assignment development: from brainstorming and developing an outline to constructing introductions, body paragraphs and conclusions, to citation, referencing, editing and proofreading. They offer individual consultations as well as writing groups, workshops and clinics. Please see the website for more details:

<https://www.utsc.utoronto.ca/twc/one-one-tutoring>

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